



**COLLEGE OF EDUCATION**

## LLL Internship Guidelines

Last updated 1/21/16

## **Program Overview of Literacy, Learning, and Leadership**

### **Our Mission**

Graduates of the Literacy, Learning, and Leadership Major are prepared to lead in a variety of educational settings where multiple literacies and holistic conceptions of learning are valued and enacted. They use justice-oriented principles that draw out and build on the funds of knowledge and resources of learners from diverse linguistic and cultural backgrounds. Literacy, Learning, and Leadership graduates create visionary plans that inspire, support, and guide group and organizational goals.

### **What do we BELIEVE about LITERACY?**

- LITERACY is much more than reading, writing, listening, and speaking. It involves reading the world and making sense of ideas personally, locally, and globally.
- LITERACY learning encourages collaboration, creativity, communication, problem solving and critical thinking through the use of networks and digital tools.
- LITERACY involves adopting a critical stance toward information, evaluating and analyzing ideas from multiple perspectives, and expressing understanding through the creation of original products of learning that take advantage of multiple media.
- LITERACY learning connects educational approaches to civic engagement.

### **What do we BELIEVE about LEARNING?**

- LEARNING takes place in formal and informal settings outside of the traditional classroom for people of all ages.
- LEARNING is most powerful when it is peer supported, interest-powered, and experiential.
- LEARNING should be embedded within meaningful practices and supportive relationships.
- LEARNING environments should recognize diverse pathways and forms of knowledge.
- LEARNING through internships, service learning experiences, and volunteerism is important.
- LEARNING is best supported by strategies that celebrate the unique strengths all learners possess.

### **What do we BELIEVE about LEADERSHIP?**

- LEADERSHIP is much more than managing people and speaking from a podium.
- LEADERSHIP is multifaceted and collaborative; it is enacted at multiple levels and can often be distributed.
- LEADERSHIP is evident when, in the face of adversity, ambiguity, and challenge, one reflects on what is right by a set of codes and acts in rational, ethical, and caring ways to attend to problems and meet goals.
- LEADERSHIP aims to transform inequitable situations and guide inclusivity in learning.

## **Student Outcomes for Literacy, Learning, and Leadership**

- 1. LITERACY:** Students will identify and design instruction that helps learners read and access information, make sense of complex ideas, and express understanding through multiple means using multiple modes and media.
- 2. LEARNING:** Students will identify and evaluate the value of formal and informal learning environments and apply strategies that positively impact success for learners of all backgrounds.
- 3. LEADERSHIP:** Students will compare multiple approaches to leadership in defining their own leadership style and apply leadership practices to contemporary problems in educational settings.
- 4. SOCIAL JUSTICE:** Students will express the value of human diversity, recognize systems of oppression and privilege, and explore innovative ways to address persistent inequities in educational contexts.
- 5. CAREER READINESS AND ENGAGEMENT:** Student will investigate and prepare for possible career paths and opportunities supported by a degree in Literacy, Learning and Leadership.

### **Community Internships:**

Community internships provide LLL majors with hands-on experiences that allow them to practice leadership skills learned in coursework. These skills closely align with the types of 21<sup>st</sup> century skills future employers want in their future employees.

The following pages outline the expectations and procedures for those LLL majors who want to pursue an internship experience.

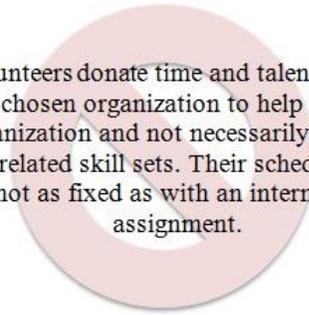
## **Internship Eligibility, Requirements, and Placement**

1. Interns must have sophomore- senior status, unless given special permission to intern.
2. Interns must be in good academic standing with at least a 2.00 grade point average (major and cumulative) at the University of Arizona prior to enrolling for an internship.
3. Interns must complete all required application forms. These forms must be submitted to the LLL email address ([COE-LLLinternship@email.arizona.edu](mailto:COE-LLLinternship@email.arizona.edu)).
4. Interns MUST also have a current Arizona Department of Public Safety IVP fingerprint clearance card if they are interning with minors or vulnerable adults. A copy of the clearance card MUST be on file with the LLL Faculty Supervisor.
5. It is a College of Education policy that interns are not placed in schools where their child or relatives attend or work.
6. Interns must have the approval of a faculty member who will serve as the instructor of record for the internship.
7. Students with disabilities who, with or without reasonable accommodation, can complete the essential requirements of the program will not be discriminated against because of their disabilities.
8. The College of Education joins in the University of Arizona's commitment to an environment free of discrimination, harassment and retaliation based on race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or other protected characteristics. If you have questions or concerns about possible discrimination or harassment, including in a University-sponsored internship, please contact the University's Office of Institutional Equity, 520.621.9449.

## Frequently Asked Questions

### 1. What is the difference between interns and volunteers?

**The Difference between Internships and Volunteers**

What is an internship?	What is a volunteer?
<p>Internships offer opportunities to students to gain work experiences in their chosen field or career to learn basic skills affiliated with that field or career by working with experienced professionals at the host organization. The motive is to learn job related skill in an effort to prepare for their chosen career.</p> 	<p>Volunteers donate time and talent at their chosen organization to help that organization and not necessarily to learn job related skill sets. Their schedules are not as fixed as with an internship assignment.</p> 
Intern Responsibilities	Acceptable Intern Activities
<p>An intern should approach this like a job, hence:</p> <p>An intern <b>MUST</b> have a regular, fixed schedule.</p> <p>An intern <b>MUST</b> commit for the full semester.</p> 	<p>The intern experience should be one in which they can gain problem solving skills, workplace skillsets, build on content experience (ex: tutoring or mentoring) and leadership opportunities. They can intern in education related offices, outreach programs, non-profit organizations, businesses serving youth, learning centers/programs at a school or district, museums, evaluation agencies, or other school collaborative projects.</p>

2. **What grades will be awarded for an internship?** *Internship credit will be on a Pass/Fail basis only.* \*\*Please note that a Superior rating (S) may be given to those students whose work goes above and beyond in all course requirements. This includes an average rubric score of 90% or higher on your supervisor’s final rubric assessment, in addition to superior work in all other internship requirements.

*\*\* Please note that Superior, Pass, and Fail grades do not calculate into the GPA. Credit is only awarded for Superior or Pass.*

3. **Who will award credit for my internship?** Your faculty supervisor will award credit for your internship.

4. **How should I dress for my internship?** You should dress according to the norms at your internship site while avoiding the “**NOT work appropriate**” items in the chart below.

*Dress For Success Reference Sheet*

	<b>MEN</b>	<b>WOMEN</b>
<b>Business Office Professional</b>	-Suits, Jackets, Dress pants, Ties -Dress Shoes, No Tennis Shoes -No jeans or clothes with holes or stains	-Plain Dresses, skirts, slacks and blouses -Closed toe shoes, heels -plain jewelry -no jeans, flip flops and make sure your skirts and dresses fit below your knees.
<b>Casual Professional</b>	-Suits without the jacket, ties -Dress Shoes, No Tennis Shoes -No Jeans	-Any casual medium/long skirt, pants, dresses -Knit tops -Sandals/low heels -Accessories can be more individualized -Still no jeans or flip flops
<b>DO NOT WEAR</b>  <b>NOT Work Appropriate</b>	-Pants with holes, rips, or shredded at the ends -Low-rise jeans unless shirt covers up bare back or midriff when seated -Underwear (boxers/briefs) should not be visible! -Cut-offs  -Tank/muscle tops  - Obscene or inappropriate language, adverts for alcohol, or other illegal items on your shirts/pants.	-Pants with holes, rips, or shredded at the ends -Low-rise jeans unless shirt covers up bare back or midriff when seated -Cut-offs  -Miniskirts or short shorts – <u>shorts/skirts should be 2 inches above knee</u>  -Spaghetti strap tops -Tops with midriff exposure - <u>Cleavage</u> exposure -See-through clothing where we can see your underwear -Purposeful visibility of bra straps  -Obscene or inappropriate language, adverts for alcohol, or other illegal items on your shirts/pants.

5. **How many credit hours can I take in an internship?** *Students may take variable, agreed upon credit hours based on 1 unit = 45 hours, 3 units = 135 hours, etc.*
6. **Can I continue an internship for more than one semester?** *Internships may be repeated for a maximum of 12 units.*
7. **What are the benefits of an internship experience?** *Internships allow students to build on personal strengths while gaining practical work experience in a field related to career objectives. Internship experiences also allow students to investigate career possibilities in jobs related to their career trajectory.*



## Professional Competencies

\*Successful LLL Interns are highly competent in the following critical areas:

- 1) **Quality of work:** Interns must exhibit a strong commitment to their assigned internship duties, including demonstration of
  - initiative and self-direction (independently recognizing and addressing needs as they arise)
  - follow through and the ability to complete tasks in a timely manner
  - attention to detail
- 2) **Oral and Written Communication:** Interns must exhibit strong communication skills, including the ability to
  - express ideas in a clear manner
  - process instructions and implement feedback from supervisors
  - use technology effectively
- 3) **Collaboration and Intercultural Competency:** Interns must exhibit strong relational skills, including
  - an openness and respect for new ideas
  - sensitivity to populations served
  - the ability to get along well with others
- 4) **Ways of Thinking:** Interns must exhibit a strong ability to think critically about their work and what they are learning, including the ability to
  - problem-solve and apply information
  - make sound decisions
  - reflect, self-assess, and adjust to new situations
- 5) **Professionalism:** Interns must exhibit high standards for personal behavior and work ethic, including
  - confidentiality
  - reliability and accountability
  - appropriate dress and appearance

## **Policy for Intern Dismissal/Reassignment**

The College of Education has a set of procedures for monitoring the progress of students throughout the internship placement. On the next page is a flow chart delineating these procedures. The process allows both UA and intern host organizations to identify students whose performance is raising concerns about their ability to successfully complete the internship, and to assist the students in addressing the concerns.

During the field internship, University Supervisors or Host Supervisors who have concerns about a student may initiate the referral form for *"Identification of Students with Performance Concerns."* Referrals are submitted to the LLL program coordinator, Dr. Crystal Soltero.

The LLL program director will determine how to respond to the referral. For minor concerns, the program director will meet with the student to discuss the concerns and the steps to be followed to address them. The director will prepare a *Response to Referral* to summarize that meeting.

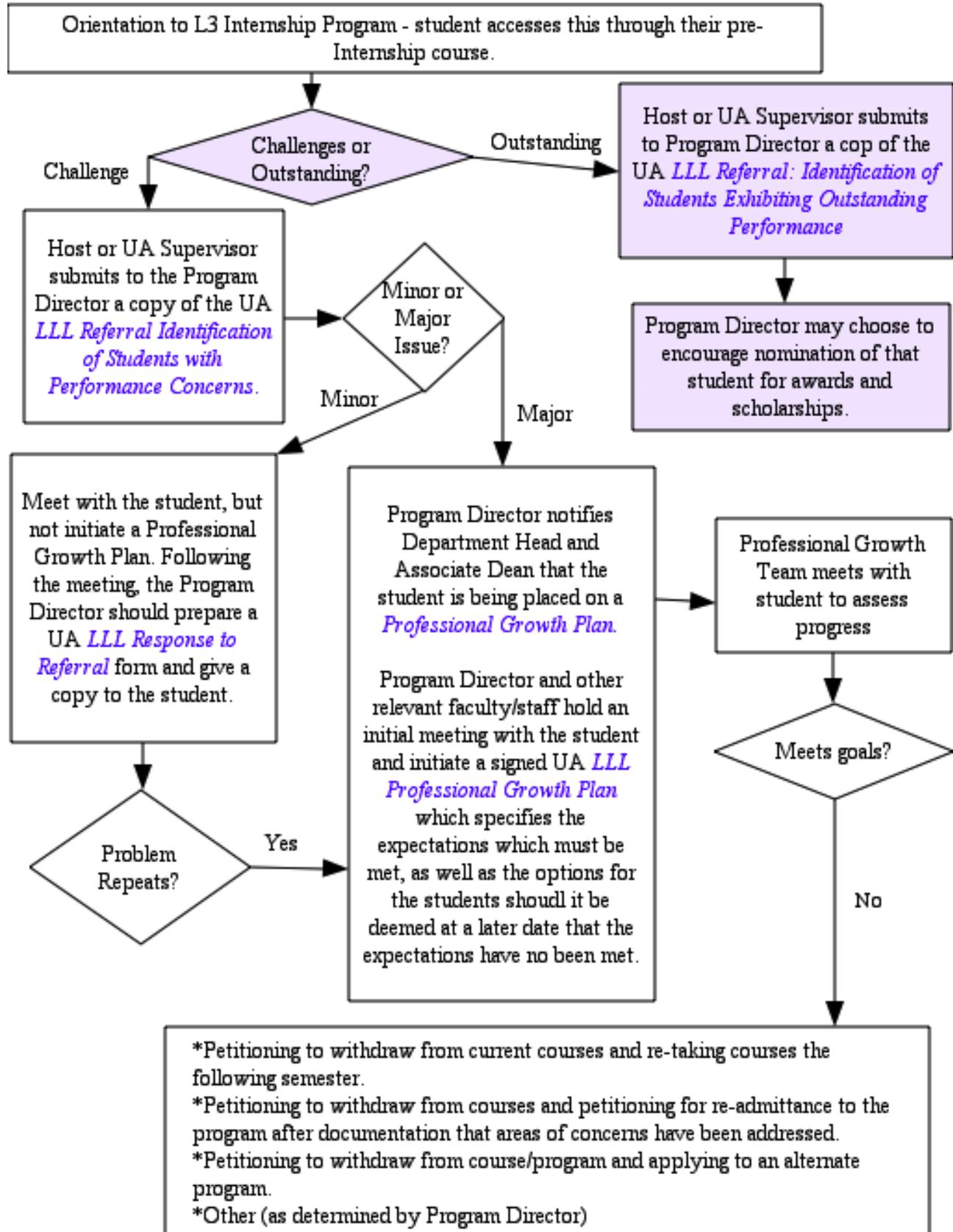
When major or repeated concerns have been raised, the program director may decide to convene a Professional Growth Team to meet with the student and initiate a signed *Professional Growth Plan* that specifies the expectations that must be met, as well as the options for the student should it be deemed at a later date that the expectations have not been met. Completion of the certification program is dependent on successful adherence to the *Professional Growth Plan*.

In certain circumstances, a student may be moved to a second internship assignment. If an LLL student is reassigned, any existing *Professional Growth Plan* will be shared with the potential new host organization, and the second assignment is considered a final assignment.

Student appeals of this process must follow university policy.

- **Due Process Flow Chart**
- **Referral: Indication of Students with Performance Concerns**
- **Response to Referral**
- **Professional Growth Plan**

## UA LLL Due Process Flow Chart



## **Internship Hours/Dates**

### **Hours**

Internship schedules will be pre-determined before the start of the internship by the intern and their host organization. The University faculty supervisor must approve this schedule.

### **Dates**

Interns will follow the University of Arizona calendar for holidays as well as for the beginning and end dates of the internship.

### **Professionalism**

Interns must conduct themselves with the professionalism of a regular staff member of the host agency or organization. Dress and behavior should match the professional standards and with the climate of the agency or organization.

# **Supervision Guidelines**

## **For University Supervisors**

- University supervisors will conduct an initial meeting with the intern and share syllabus requirements.
- University supervisors will confirm that the intern spending an appropriate amount of time at the field site each day.
- University supervisors will collect time logs, reflections, and any other required assignments at assigned times throughout the semester.
- University supervisors will correspond with host supervisors throughout the semester and collect final internship rubric assessment from host supervisors at the end of the semester.
- University supervisors will award university credit after ALL required materials are collected. Failure to hand in any required assignment or component will result in an Incomplete. Incompletes will become an "E," if requirements are not met within one year.

## **For Host Agency Supervisors**

Host Supervisors will register their interest with the L3 director to provide agency access to the intern prior to their internship.

Host supervisors will evaluate the intern using the provided assessment rubric at mid-term and at the end of the semester.

## **Additional Host Agency Supervisor Responsibilities**

- Explain the Agency or Organization's mission, goals, objectives, policies, regulations, and practices.
  - Clearly define what the intern tasks/activities will be during their internship.
  - Provide necessary training or orientation if needed. Agencies working with children or vulnerable adults must review mandatory reporting guidelines with interns.
- Sense of Place and Belonging

- Create an atmosphere of acceptance of the intern on the part of staff, volunteers, and/or agency clients.
- Provide a desk or work place, necessary materials, resources, supplies and equipment.
- Provide continuous support, conferences and feedback opportunities.
- Promote personal/professional growth.

Any issues related to the internship that arise should promptly be brought to the attention of the university supervisor. Even small issues left unattended tend to develop into significant problems. If the issue persists then the matter should be brought to the director's attention so that it can be resolved.

### **Supervision Tips for Host Agency:**

Take notes to provide constructive feedback to the intern. Include feedback about what went well. Interns tend to be very hard on themselves.

Have the intern identify areas that he/she wants to work on. You can gently steer them toward an area if you think it is a major area of concern, but otherwise it is best to allow the intern input in this process. It develops their self-reflection skills and gives them ownership of the process. You can reference their goals survey.

Focus on only one or two areas of refinement at a time. It can be demoralizing for interns to get a long list of things to work on. Plus, it is difficult for anyone to concentrate on too many refinements simultaneously.

Have established times during each week when you will conference. Post-conferencing should not be hit or miss. If you have pre-arranged your conferences, then they are more likely to occur. This conferencing time is crucial for intern development and will allow you to establish your relationship with the intern. Try to meet in a place that is private. Leave yourself enough uninterrupted time for the conference to run its natural course.

When you make suggestions for improvement, be specific. Interns need to know exactly what it is that you want them to do (or not do). You should also write these suggestions down, with each of you keeping a copy. That way you are both on the same page.

# Appendix

- Due Process Forms
  - Referral: Identification of Interns with Performance Concerns
  - Response to Referral
  - Professional Growth Plan
- Referral: Identification of Interns Exhibiting Outstanding Performance
- Internship Assessment Rubric



# COLLEGE OF EDUCATION

## LLL Internship Referral: *Identification of Students with Performance Concerns*

(Both UA and field-based supervisors may initiate this form)

Student Name: \_\_\_\_\_

### Area(s) of Concern:

- Quality of Work
- Oral/Written Communication
- Collaboration/Intercultural Competency
- Ways of Thinking
- Professionalism
- Other

Describe the steps you have already taken to address this concern with the student.

Submitted by:

Date:

Position/Title:

*Please return this form to the LLL Program Coordinator.*



# COLLEGE OF EDUCATION

## LLL Internship: Response to Referral

(Both UA and field-based supervisors may initiate this form)

Student Name: \_\_\_\_\_

### Area(s) concern (may be more than one area):

- Quality of Work
- Oral/Written Communication
- Collaboration/Intercultural Competency
- Ways of Thinking
- Professionalism
- Other

Next steps:

Met with student on:

Submitted by:

Date:

Position/Title:

***Please return this form to the LLL Program Coordinator.***



# COLLEGE OF EDUCATION

## PROFESSIONAL GROWTH PLAN FOR LLL INTERNSHIPS

**Professional Growth Team Members:**

### STRENGTHS

### CONCERNS AND EXPECTATIONS

In order for \_\_\_\_\_ to successfully complete \_\_\_\_\_, she/he must meet all of the following expectations by \_\_\_\_\_.

The following expectations will be implemented immediately, beginning on the date of this conference between the Professional Growth Team and the student.

<b>Competencies</b>	<b>Changes and Expectations</b>
Quality of Work	
Oral and Written Communication	
Collaboration and Intercultural Competency	
Ways of Thinking	
Professionalism	

**Failure to implement any of the above expectations will lead to the student's removal from her/his internship experience. As a result, the student may be unable to get credit for this experience.**



# COLLEGE OF EDUCATION

## LLL Internship Referral: *Identification of Students Exhibiting Outstanding Performance*

(Both UA and field-based supervisors may initiate this form)

Student Name: \_\_\_\_\_

### Area(s) of excellence (may be more than one area):

- Quality of Work
- Oral/Written Communication
- Collaboration/Intercultural Competency
- Ways of Thinking
- Professionalism
- Other

Describe the behavior, situation, or class requirement that motivated you to complete this form and the setting in which it was recognized.

Submitted by:

Date:

Position/Title:

*Please return this form to the LLL Program Coordinator.*

**Internship Assessment Rubric:** This rubric will be used by the host supervisor to assess the intern's level of commitment and performance in the above professional competencies.

Competency Category	Exemplary	Satisfactory	Emerging	Missing
<b>Quality of Work</b>	<p>Intern always exhibits a strong commitment to assigned duties, including demonstration of</p> <ul style="list-style-type: none"> <li>• initiative</li> <li>• follow through</li> <li>• attention to detail</li> </ul>	<p>Intern usually exhibits a strong commitment to assigned duties, including demonstration of</p> <ul style="list-style-type: none"> <li>• initiative</li> <li>• follow through</li> <li>• attention to detail</li> </ul>	<p>Intern sometimes exhibits a strong commitment to assigned duties, including demonstration of</p> <ul style="list-style-type: none"> <li>• initiative</li> <li>• follow through</li> <li>• attention to detail</li> </ul>	<p>Intern is often unable to exhibit a strong commitment to assigned duties, including demonstration of</p> <ul style="list-style-type: none"> <li>• initiative</li> <li>• follow through</li> <li>• attention to detail</li> </ul>
<b>Oral/ Written Communication</b>	<p>Intern always exhibits strong communication skills, including the ability to</p> <ul style="list-style-type: none"> <li>• clearly express ideas</li> <li>• process instructions</li> <li>• implement feedback</li> <li>• use technology</li> </ul>	<p>Intern usually exhibits strong communication skills, including the ability to</p> <ul style="list-style-type: none"> <li>• clearly express ideas</li> <li>• process instructions</li> <li>• implement feedback</li> <li>• use technology</li> </ul>	<p>Intern sometimes exhibits strong communication skills, including the ability to</p> <ul style="list-style-type: none"> <li>• clearly express ideas</li> <li>• process instructions</li> <li>• implement feedback</li> <li>• use technology</li> </ul>	<p>Intern is often unable to exhibit strong communication skills, including the ability to</p> <ul style="list-style-type: none"> <li>• clearly express ideas</li> <li>• process instructions</li> <li>• implement feedback</li> <li>• use technology</li> </ul>
<b>Collaboration and Intercultural Competency</b>	<p>Intern always exhibits strong relational skills, including</p> <ul style="list-style-type: none"> <li>• openness to new ideas</li> <li>• sensitivity to different populations</li> <li>• getting along well with others</li> </ul>	<p>Intern usually exhibits strong relational skills, including</p> <ul style="list-style-type: none"> <li>• openness to new ideas</li> <li>• sensitivity to different populations</li> <li>• getting along well with others</li> </ul>	<p>Intern sometimes exhibits strong relational skills, including</p> <ul style="list-style-type: none"> <li>• openness to new ideas</li> <li>• sensitivity to different populations</li> <li>• getting along well with others</li> </ul>	<p>Intern is often unable to exhibit strong relational skills, including</p> <ul style="list-style-type: none"> <li>• openness to new ideas</li> <li>• sensitivity to different populations</li> <li>• getting along well with others</li> </ul>
<b>Ways of Thinking</b>	<p>Intern always exhibits strong thinking skills, including ability to</p> <ul style="list-style-type: none"> <li>• problem-solve and apply information</li> <li>• make sound decisions</li> <li>• reflect, self-assess, and adjust to new situations</li> </ul>	<p>Intern usually exhibits strong thinking skills, including ability to</p> <ul style="list-style-type: none"> <li>• problem-solve and apply information</li> <li>• make sound decisions</li> <li>• reflect, self-assess, and adjust to new situations</li> </ul>	<p>Intern sometimes exhibits strong thinking skills, including ability to</p> <ul style="list-style-type: none"> <li>• problem-solve and apply information</li> <li>• make sound decisions</li> <li>• reflect, self-assess, and adjust to new situations</li> </ul>	<p>Intern is often unable to exhibit strong thinking skills, including ability to</p> <ul style="list-style-type: none"> <li>• problem-solve and apply information</li> <li>• make sound decisions</li> <li>• reflect, self-assess, and adjust to new situations</li> </ul>
<b>Professionalism</b>	<p>Intern always exhibits high standards for personal behavior and</p>	<p>Intern usually exhibits high standards for personal behavior and</p>	<p>Intern sometimes exhibits high standards for personal behavior</p>	<p>Intern is often unable to exhibit high standards for personal behavior and</p>

	work ethic, including <ul style="list-style-type: none"><li>• confidentiality</li><li>• reliability</li><li>• accountability</li><li>• dress and appearance</li></ul>	work ethic, including <ul style="list-style-type: none"><li>• confidentiality</li><li>• reliability</li><li>• accountability</li><li>• dress and appearance</li></ul>	and work ethic, including <ul style="list-style-type: none"><li>• confidentiality</li><li>• reliability</li><li>• accountability</li><li>• dress and appearance</li></ul>	work ethic, including <ul style="list-style-type: none"><li>• confidentiality</li><li>• reliability</li><li>• accountability</li><li>• dress and appearance</li></ul>
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